



## JONESVILLE MIDDLE

350 New Hope Church Rd  
Jonesville, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	175 Students	
<b>Principal</b>	Floyd Lyles	864-674-5272
<b>Superintendent</b>	Dr. Kristi Woodall	864-429-1740
<b>Board Chair</b>	Dr. Wanda R. All	864-429-0746

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

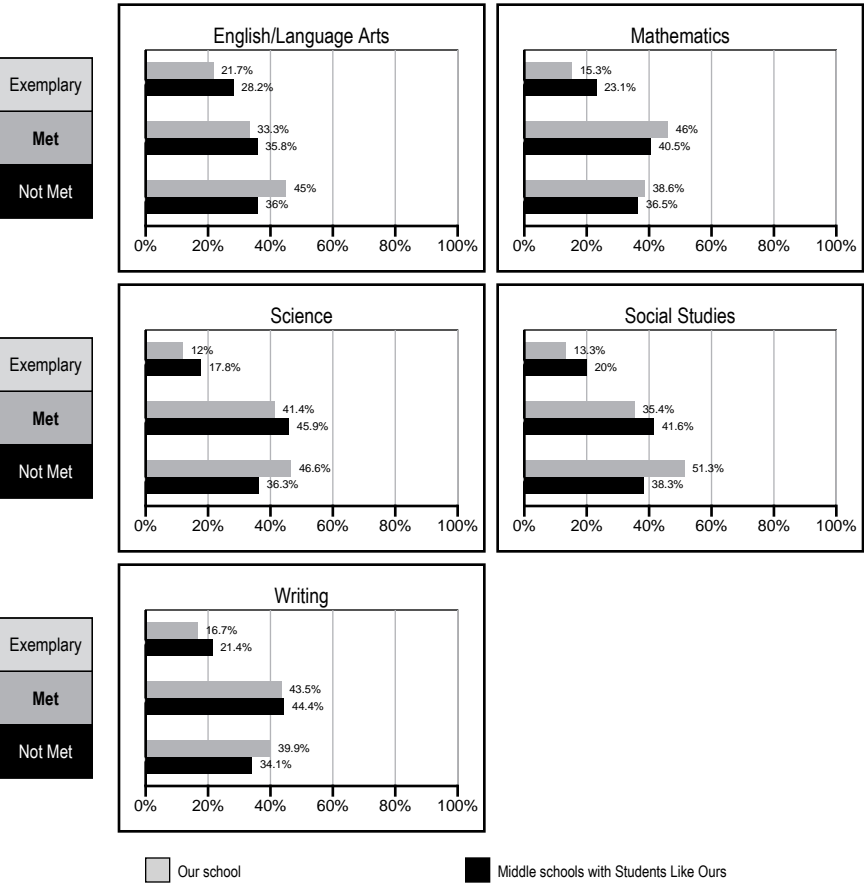
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	37	10	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	86.4%	95.2%
English 1	95.5%	96.7%
Physical Science	68.2%	79.0%
US History and the Constitution	N/A	N/A
All Subjects	83.3%	95.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=175)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	18.8%	Up from 14.0%	27.1%	24.2%
Retention rate	0.0%	Down from 1.9%	0.6%	0.7%
Attendance rate	97.1%	Up from 96.3%	95.6%	95.9%
Eligible for gifted and talented	11.0%	Down from 16.2%	14.3%	16.4%
With disabilities other than speech	19.9%	Up from 16.2%	12.7%	12.0%
Older than usual for grade	1.7%	Down from 5.6%	2.9%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=20)</b>				
Teachers with advanced degrees	50.0%	Up from 20.0%	56.1%	58.5%
Continuing contract teachers	62.5%	Down from 70.0%	81.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	4.2%	4.0%
Teachers returning from previous year	56.0%	Down from 66.3%	83.0%	84.6%
Teacher attendance rate	N/R	N/R	95.2%	95.4%
Average teacher salary*	\$41,973	Down 3.3%	\$45,428	\$46,561
Professional development days/teacher	6.0 days	Up from 5.6 days	10.5 days	10.2 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Up from 13.8 to 1	21.0 to 1	21.1 to 1
Prime instructional time	N/R	N/R	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	60.5%	Down from 94.9%	98.0%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$12,670	Up 27.6%	\$7,880	\$7,802
Percent of expenditures for instruction**	49.5%	Down from 57.3%	63.4%	63.8%
Percent of expenditures for teacher salaries**	45.0%	Down from 52.7%	59.9%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

In August of 2009, the new Jonesville Elementary/Middle School opened its doors to an eager group of students, parents, and teachers. We are grateful to the Union County Board of Trustees, the District Administration, and the community at large for their continued efforts to provide our students with a quality education within a top-notch facility.

Jonesville Elementary/Middle School's mission is to provide all students with the best education possible. This mission is achieved through quality instruction in a safe learning environment. As a result, Jonesville Elementary/Middle School met all 19 of their objectives in order to make Adequate Yearly Progress (AYP). We attribute our success in student learning achievements to high expectations, committed and dedicated teachers, ongoing collaborations, strong parental involvement, and school/community relations.

The outstanding faculty and staff at Jonesville Elementary/Middle School understand that the academic success of our students is largely dependent upon them. As such, they worked tirelessly to provide a challenging instructional program, which is driven by the South Carolina Curriculum Standards and our school and district improvement plans. The teachers used a variety of assessments to measure students' progress this year. The results gave teachers detailed information to create individualized learning continuums for students. Based on the learning continuums, teachers were better able to differentiate their classroom instruction to meet students' academic needs. In addition, every classroom is equipped with Smart Boards and computers, which empowered teachers to engage, educate, assess, and motivate learners through interactive technology.

We are appreciative of our stakeholders for their willingness to support our shared vision in helping to meet the needs of the students, teachers, and the school. They play a vital role in the school community by supporting us as school business partners, involved PTO and School Improvement Council, and volunteers. The ongoing support and dedication is an indication of total commitment to children.

Floyd Lyles, Principal  
Danny Holacher, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	59	39
Percent satisfied with learning environment	84.6%	72.9%	87.2%
Percent satisfied with social and physical environment	100.0%	78.0%	89.5%
Percent satisfied with school-home relations	85.7%	84.7%	73.7%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	180	100	44.9	34.1	21	73.7	78.4	83.5	Yes	Yes
<b>Gender</b>										
Male	83	100	51.3	29.5	19.2	67.9	76.3	80.1	N/A	N/A
Female	97	100	39.3	38.2	22.5	78.7	80.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	116	100	41	36.2	22.9	76.2	82.3	89.6	Yes	Yes
African American	62	100	51.7	30	18.3	68.3	72.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	75.7	21.6	2.7	48.6	48.5	51.7	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	120	100	51.4	32.4	16.2	72.1	74.8	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	180	100	37.1	49.1	13.8	77.2	78.1	80.4	Yes	Yes
<b>Gender</b>										
Male	83	100	42.3	43.6	14.1	74.4	78	78.4	N/A	N/A
Female	97	100	32.6	53.9	13.5	79.8	78.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	116	100	34.3	45.7	20	79	82.3	87.8	Yes	Yes
African American	62	100	43.3	53.3	3.3	73.3	71.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	N/A	N/A	N/A	56.8	47.4	46.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.7	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	120	100	40.5	49.5	9.9	76.6	74.1	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	120	100	41.4	47.7	10.8	58.6	59.9	67.3
Gender								
Male	57	100	46.3	40.7	13	53.7	61.7	66.9
Female	63	100	36.8	54.4	8.8	63.2	58.2	67.7
Racial/Ethnic Group								
White	78	100	35.7	48.6	15.7	64.3	69	79.6
African American	41	100	52.5	45	2.5	47.5	45.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	30	100	N/A	N/A	N/A	21.4	28.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	81	100	42.7	49.3	8	57.3	53.3	55.4

Social Studies

All Students	120	100	51.3	35.4	13.3	48.7	63.8	70.9
Gender								
Male	50	100	53.2	31.9	14.9	46.8	65.6	70.1
Female	70	100	50	37.9	12.1	50	61.9	71.7
Racial/Ethnic Group								
White	77	100	50	36.1	13.9	50	67.9	79.2
African American	42	100	52.5	35	12.5	47.5	57.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	100	N/A	N/A	N/A	12	34.1	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	79	100	58.9	31.5	9.6	41.1	58	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	179	100	39.9	43.5	16.7	60.1	64.1	72.1	97.1	95.5
Gender										
Male	82	100	50.6	39.2	10.1	49.4	56.8	65.2	96.8	95.4
Female	95	100	30.3	47.2	22.5	69.7	71.5	79.2	97.3	95.6
Racial/Ethnic Group										
White	114	100	35.8	45.3	18.9	64.2	70.3	80.8	96.7	95
African American	61	100	48.3	38.3	13.3	51.7	54.6	59.7	97.6	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.2	64.6	99.2	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	88.6
Disability Status										
Disabled	39	100	N/AV	N/AV	N/AV	18.9	23.3	27.7	97.4	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.7	63.7	99.2	96.4
Socio-Economic Status										
Subsidized meals	119	100	45.5	42.9	11.6	54.5	57.6	61.9	96.7	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	55	100	55.6	35.2	9.3	44.4
	8	49	100	43.5	41.3	15.2	56.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	59	100	30.9	41.8	27.3	69.1
	7	60	100	52.6	28.1	19.3	47.4
	8	61	100	50.9	32.7	16.4	49.1
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	55	100	42.6	46.3	11.1	57.4
	8	49	100	50	45.7	4.3	50
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	59	100	30.9	50.9	18.2	69.1
	7	60	100	33.3	52.6	14	66.7
	8	61	100	47.3	43.6	9.1	52.7
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	55	100	44.4	46.3	9.3	55.6
	8	25	100	45.8	45.8	8.3	54.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	30	100	51.9	37	11.1	48.1
	7	60	100	38.6	54.4	7	61.4
	8	30	100	37	44.4	18.5	63

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	55	100	53.7	25.9	20.4	46.3
	8	24	100	50	40.9	9.1	50
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	29	100	25	50	25	75
	7	60	100	61.4	29.8	8.8	38.6
	8	31	100	57.1	32.1	10.7	42.9
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	55	100	53.7	38.9	7.4	46.3
	8	49	100	39.1	50	10.9	60.9
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	59	100	29.1	50.9	20	70.9
	7	60	100	55.2	32.8	12.1	44.8
	8	60	100	34.5	47.3	18.2	65.5

Abbreviations for Missing Data

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